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ABSTRACT

Recognizing the principal's role as the single most important factor in determining school effectiveness in the crucial early years of children's education, this document discusses four prerequisites for success as a school leader and thoroughly outlines elements of proficiency in the principalship. Specific leadership capabilities and characteristics related to leadership behavior, communication skills, and group processes are described; specific supervisory proficiencies related to curriculum, instruction, performance, and evaluation are detailed; and administrative or management proficiences in the organizational, fiscal, and political aspects of educational management are outlined. Appended are a self-evaluation tool designed to help principals assess and reflect on their current standing within each proficiency area previously cited and a six-step professional growth plan. (CLA)

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Proficiencies for Principals

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NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving Elementary and Middle School Principals

ELEMENTARY & MIDDLE SCHOOLS

Proficiencies for Principals

REVISED

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

Serving Elementary and Middle School Principals

Wherever possible, NAESP publications reflect our members' concern for conservation and environmental protection. Thus this publication is printed on recycled paper with soybean-based (non-petroleum) ink. We welcome comments about this general policy and this particular publication.

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FOREWORD

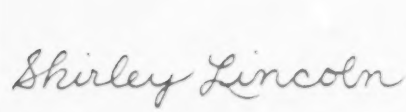
With the release in 1984 of *Standards for Quality Elementary Schools: Kindergarten through Eighth Grade*, the National Association of Elementary School Principals (NAESP) sought to identify the basic characteristics of first-rate elementary and middle level schools. At the core of that analysis were two fundamental propositions that research has repeatedly demonstrated:

- First, that children's early school years are crucial to their long-term success in education (and indeed in life), and
- Second, that as the school's leader, the building principal is the single most important figure in determining the effectiveness of those years.

Given those facts, it is essential that K-8 principals be among the most able and effective of America's education leaders—that they possess appropriate personal characteristics and aptitudes and that their professional preparation be relevant and effective. This companion volume to *Standards* deals in particular with the latter, preparation.

Most principal preparation programs are designed to provide a sound base of knowledge about school administration. They too often fall short, however, in translating such knowledge into identifiable actions in the school. *Proficiencies for Principals* addresses this discrepancy via a combination of the findings of research and the practical experience of on-line administrators. We would expect the result to be of particular interest to practicing principals, aspiring principals, and professors and others involved in the management and conduct of professional development experiences for school administrators.

Our goal is to help assure the best possible leadership for our nation's elementary and middle schools, and in a larger sense for our nation itself.



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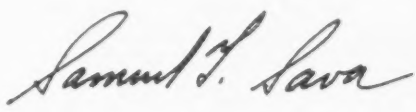

Samuel G. Sava
Executive Director

INTRODUCTION

NAESP seeks in this discussion to serve both practicing principals and those responsible for administrator preparation.

In 1983, the National Association of Elementary School Principals (NAESP) launched a two-phased analysis that resulted in the publication of *Standards for Quality Elementary Schools: Kindergarten through Eighth Grade* (1985) and *Proficiencies for Principals: Kindergarten through Eighth Grade* (1986). The *Standards* document identified those factors that exemplify schools of exceptional quality. *Proficiencies* identified the skills, behaviors, and capabilities shared by principals who prove able to develop such elementary and middle level schools.

Recognizing that conditions that affect schools are continually undergoing change, NAESP is committed to five-year reviews of these documents. A revised *Standards for Quality Elementary and Middle Schools* was published in 1990. Herewith we offer a revised version of *Proficiencies*. Meanwhile the Association has published two additional reports that bear importantly on principals' proficiency. *The K-8 Principal in 1988*, the most recent in NAESP's ten-year studies of the principalship, describes the status and challenges of current K-8 administrators and provides insight into potential changes that would have a significant impact on their role. *Principals for 21st Century Schools* projects additional changes that are likely to occur in society and in the schools, and offers suggestions for modifying administrator preparation programs in ways that will help principals successfully deal with these changes. Coincident with the issuance of *Standards* and *Proficiencies*, and supported by much of the literature and research associated with effective schooling and principals' leadership, has been the emergence of trends toward school-based management, shared decision making, increasingly diverse school populations, and a more intense focus on educational outcomes. Such developments require new, refined skills from those who lead schools.

This revised *Proficiencies* document reflects once again the critical importance of the principal's leadership in the establishment and maintenance of a quality school. Special emphasis is given to the principal's role in "leading other leaders" and to school-based management, a practice that provides opportunities for the school principal and staff to participate directly in decisions that affect them. Throughout this revision the reader will find references to leadership behavior that emphasizes the changing relationships between the principal and the staff, parents, and members of the community. Also evident are statements that place increased importance on the principal's effectiveness in assuring curricula and programs that are developmentally appropriate for the increasingly diverse kinds of youngsters attending our nation's schools. Such matters are destined to be among the most pressing issues confronting principals during this decade and into the 21st century.

NAESP's goal in this document is to provide guidance and direction both for the practicing school principal and for those who prepare principals for the coming years. We hope that practicing school principals will find it a useful tool for self-assessment of their administrative performance and a valuable guide in the development of a personal improvement plan. (See Appendices A & B.)

We would similarly hope that the individuals and institutions specializing in the preparation of elementary and middle level principals will find it of value in assessing the strengths and needs of their programs and in devel-

oping strategic plans for making these programs even stronger. Further, NAESP would hope that local education agencies and boards of education will find the document of assistance in identifying potential future administrators, in assessing the needs of their current principals, and for planning and providing the kind and extent of developmental activities that the principalship today demands.

It would be unrealistic to expect all principals to possess and practice all of the proficiencies cited in this analysis. It is nonetheless useful to provide targets that every principal should aim at, for it is vital that elementary and middle level principals be among education's finest. Theirs is the responsibility for assuring that the young people who will be America's leaders in the 21st century get off to a start that will bring continuing achievement throughout their school experience.

NAESP is committed to a continuing exploration of the proficiencies that distinguish outstanding elementary and middle level school administrators. The Association is also committed to a conscientious effort to identify and recruit into the ranks of 21st century principals those individuals who possess outstanding leadership potential. We warmly welcome comments, suggestions, and cooperation in this important endeavor.

EXPERIENCE AND EDUCATION

Proficiency in the principalship entails four fundamental prerequisites.

There are at least four prerequisites to success as a school leader. Three are a direct function of educational preparation:

- Advanced skills in the teaching and learning processes
- A thorough understanding of practical applications of child growth and development
- A solid background in the liberal arts.

The fourth prerequisite, and in some ways the most important, consists of

- A sincere commitment to children's welfare and progress.

These prerequisites are found to one degree or another in all graduate school preparation programs for elementary and middle level teachers and administrators. Even the best preparation programs, however, cannot provide the levels of skill and the practical understanding that come from working directly with students in the classroom on a day-to-day basis. That is why NAESP, through its official platform, recommends that at least five years of successful elementary or middle level classroom teaching experience be required for certification as an elementary or middle level principal.

In recent years the teaching and learning processes have come under particularly close scrutiny. One result has been the development of a body of significant new information regarding the ways in which students learn and teachers teach. Similarly noteworthy advances have been made in understanding learning readiness and other aspects of children's growth and development. The dynamics and strategies involved in these areas are so complex and so challenging that research into their intricacies must be constant, and principals who fail to keep abreast of the current literature and research in education will soon become distinctly less-than-proficient principals.

Increasingly, the principal will be expected to possess expertise in the teaching and learning processes, and a solid understanding of how children develop. But that will not be enough. Those proficiencies must be coupled with a sound liberal arts background—a background that provides the foundation upon which the content of the curriculum rests.

As for the fourth prerequisite, commitment to children's welfare and progress, effective leaders believe that all children can learn. They harbor no doubts on this score. They are therefore unceasingly engaged in sustaining an environment in the school that produces excitement about learning among students and staff alike.

In summary, proficiency in the principalship entails prerequisites in four fundamental areas:

- *The teaching and learning processes:* School leaders must be soundly grounded in the teaching and learning processes, in both contemporary and traditional patterns of instruction, and in validated instructional techniques and strategies; they must be able to recognize effective teaching practices and appropriately evaluate progress in learning.
- *Child growth and development:* School leaders must possess both expert knowledge in the field of child growth and development and experience in teaching children; they must be capable of assuring that the curriculum is at the same time challenging and developmentally appropriate.

- *General knowledge:* School leaders must have a liberal arts foundation that provides a firm grasp of basic curriculum content and an understanding of the relationship between that body of knowledge and the elementary/middle level curriculum.
- *Commitment to children:* School leaders must be caring persons who know how to create a learning climate that is based on mutual trust and respect, produces high morale, and places strong emphasis on the fact that all children, regardless of their cultural/socio-economic background, can be successful students.

LEADERSHIP PROFICIENCIES

Proficient principals recognize that they must be leaders of leaders.

Elementary and middle level schools are extremely complex entities. Achieving and sustaining high quality thus calls for a wide range of leadership, supervisory, and administrative proficiencies.

The individual in the school who must constantly demonstrate those proficiencies is the principal, the one person who is directly involved in every aspect of the school's operation. Teachers, parents, and the community play vital roles in shaping the school's quality and character. In the final analysis, however, where you find an outstanding school you will find an outstanding principal.

Proficient principals share many traits in common. They tend to share, for example, a determination to constantly improve. While disinterested in change for its own sake, they are never satisfied with the status quo. They are open to new ideas, grateful for constructive criticism, eager to learn.

Principals of quality elementary and middle level schools see themselves as educational leaders. They are actively involved in constructive changes within their schools, and they have acquired a range of abilities necessary to create receptivity to change and to smoothly manage the change process.

It is important that professional development activities provide experiences that instill a firm understanding of these aspects of the principal's job. They should also add to the reservoir of skills upon which the principal can draw in leading the way to quality elementary and middle level programs.

Cited on the following pages are specific leadership capabilities and characteristics that are basic to proficiency in the principalship. They are set forth here under the headings of Leadership Behavior, Communication Skills, and Group Processes.

Leadership Behavior

The schools of proficient principals are marked by harmony and a sense of common purpose.

Proficient principals—leaders of quality elementary and middle level schools—care about all students and staff and are eager for each to succeed.

The leadership styles of such principals vary as situations and personalities vary, but they tend to share certain basic traits and characteristics. Effective principals display behavior, values, beliefs, and personal attributes that inspire others to grasp and achieve the school's academic, social, and cultural goals—and thereby assure a meaningful and enjoyable school experience.

Such principals feel secure about themselves. They project a positive attitude and image. They inspire confidence, loyalty, trust, and respect. They recognize that in any sizeable group of people within a school there will be diversity—varying priorities, values, and interrelationships. Their expertise in human relations is such that whatever differences may exist, the school is marked by harmony and a sense of common purpose.

These principals demonstrate what effective leadership means. They are visible in their schools and classrooms, collaboratively working with staff and providing leadership for the implementation of creative and innovative instruction.

Principals of quality elementary or middle level schools are initiators, displaying creativity and vision. They are proponents of shared decision making, and put the available human, material, and financial resources to their most productive use. Such principals encourage staff, parents, and students to exercise leadership in developing useful learning experiences, and are quick to positively reinforce and give credit for their contributions.

Proficient principals are active in local, state, and national professional associations, and feel an obligation to advance the principalship. They make similar contributions to their community, and are active in community affairs. They are recognized as "doers."

In the exercise of leadership, the proficient principal:

- Exercises vision and provides leadership that appropriately involves staff, parents, students, and the community in the identification and accomplishment of the school's mission . . .
- Recognizes the individual needs of all staff and students, including those who are at risk because of diverse cultures, backgrounds, or abilities . . .
- Applies effective human relations skills . . .
- Encourages and develops the leadership of others . . .
- Analyzes relevant information, makes decisions, delegates responsibility, and provides appropriate support and follow-up . . .
- Identifies and creatively coordinates the use of available human, material, and financial resources to achieve the school's mission and goals . . .
- Explores, assesses, develops, and implements educational concepts that enhance teaching and learning . . .
- Bonds the school community through shared values and beliefs . . .
- Initiates and manages constructive change . . .
- Advances the profession through participation as a member of local, state, and national professional groups.

Communication Skills

The image the principal projects forms the dominant perception of the school by students, staff, parents, and the community.

Of the various proficiencies that distinguish outstanding elementary and middle level principals, one of the most important is the ability to communicate effectively. The image such principals project—verbally, nonverbally, and in written communication—forms the dominant perception of the school on the part of students, staff, parents, and the community.

The crucial first step in creating a positive image is to create a high quality educational program. But that is only a part of the job. The proficient principal also creates community understanding of what the school is trying to accomplish, and what progress it is making. As the person chiefly responsible for the operation of a public institution, the principal has an obligation to keep the public informed.

People are more likely to support a school if they understand its mission, goals, and accomplishments. The proficient principal is aware of how to work with the media and the public in ways which get the message across that the students are receiving a quality education. Parents and other members of the community are not the only beneficiaries of this effort. Students and staff are buoyed by media acknowledgment of their endeavors and thereby inspired to achieve even more.

Proficient principals comprehend the facts and principles of effective community relations. They are respected by the community and listened to by its officials. They know how the media function, and make a point of becoming acquainted with the education reporters who cover their schools.

School administrators constantly interact with diverse groups of people in a variety of settings. Proficient principals capitalize on such encounters to highlight student achievements, underscore the school's mission, and honestly and openly address questions and problems.

In using communication skills, the proficient principal:

- Articulates beliefs persuasively; effectively defends decisions; explains innovations; and behaves in ways that are congruent with these beliefs and decisions . . .
- Writes clearly and concisely so that the message is understood by the intended audience . . .
- Utilizes basic facts and data, and recognizes values when communicating priorities . . .
- Demonstrates skills in nonverbal communication, including impact of personal image, to communicate a positive image of the school . . .
- Uses current technologies to communicate the school's philosophy, mission, needs, and accomplishments . . .
- Makes effective use of the mass media . . .
- Uses active listening skills . . .
- Expresses disagreement without being disagreeable . . .
- Promotes student and staff use of higher-level thinking skills . . .
- Exemplifies the behavior expected of others . . .
- Keeps communication flowing to and from the school . . .
- Communicates effectively with the various constituencies within the school community.

Group Processes

The proficient principal involves both the staff and the community in a variety of school activities.

Though the principal is the school's leader, the principal is not the school. Many other committed and energetic people are involved, including some with certain talents and skills that may exceed those of the principal. Proficient principals capitalize on the talents and availability of such people and give them appropriate credit for their contributions.

Such principals recognize that within the school community there exist powerful cultural norms which, left unattended, are likely to inhibit rather than promote change. Through understanding of the dynamics of change and effective application of group processes, the proficient principal is able to deal with these situations and gain staff and community commitment to the school's goals.

Proficient principals involve both the staff and the community in a variety of school activities—for example, scheduling, recruiting and selecting new personnel, initiating innovations, and other activities directed toward achieving the school's mission.

The proficient principal possesses a solid grasp of the principles of group processes and understands how to apply these principles in managing any needed changes in the school's philosophy, operations, and goals. Such principals also keep abreast of developments in the field of organizational and social psychology as part of their continuing professional growth.

In facilitating group processes, the proficient principal:

- Applies the principles of group dynamics and facilitation skills . . .
- Involves staff, parents, students and the community in setting goals . . .
- Resolves difficult situations by use of conflict-resolution methods . . .
- Matches the appropriate decision-making techniques to the particular situation . . .
- Identifies—in collaboration with staff, parents, and students—the decision-making procedures the school will follow . . .
- Applies the process of consensus building both as a leader and as a member of a group . . .
- Achieves intended outcomes through the use of principles of motivation.

SUPERVISORY PROFICIENCIES

One major goal is to develop the leadership capabilities of teachers so that instructional leadership becomes a shared responsibility.

Proficient principals recognize that their highest priority is to assure that the students receive effective instruction. As instruction supervisors, they focus on four basic elements: Curriculum, Instruction, Performance, and Evaluation.

The first element, *Curriculum*, calls upon the principal to be proficient in articulating what the students are to learn and what the teachers are to teach. *Instruction* outlines proficiencies the principal uses when helping teachers develop more effective teaching practices. *Performance* identifies proficiencies used by principals when supervising and helping students and staff perform optimally. The fourth element, *Evaluation*, involves areas in which the principal must be proficient when assessing how well students are learning and teachers are teaching. These assessments determine whether a change is necessary or why a program should be continued.

For each of the four elements, the challenge to the proficient principal is to develop the leadership capabilities of teachers in such a way that instructional leadership becomes a shared responsibility.

Curriculum

The proficient principal assures that the curriculum spells out what the students are to learn and the teachers to teach.

The proficient principal assures that the curriculum specifies what students are to learn, what skills they are to master, and what values, attitudes and habits they are to acquire. These matters have been determined in a professional, cooperative manner in concert with the staff, the district administration, and the board of education—following consultation with parents and other members of the community—and reflect the requirements of state laws and regulations.

The principal has similarly stimulated and directed the development of a statement that describes what teachers are expected to teach, what students are expected to learn, and what materials and resources are available to support this effort. Further, the principal constantly seeks adequate resources of time, money, personnel, and materials to support the implementation of a balanced curriculum.

In collaboration with staff, the principal further assures the implementation and monitoring of developmentally appropriate curriculum materials and learning experiences to meet the needs and abilities of all students.

As noted in NAESP's *Standards for Quality Elementary and Middle Schools*, students benefit from the curriculum by:

- ☐ Developing a strong foundation in the fundamentals of reading, writing, and mathematics; and acquiring basic knowledge and understanding in science, social studies, fine arts, health, and physical education . . .
- ☐ Becoming competent verbal and nonverbal communicators—learning to express themselves well in speaking, reading, and writing; to be attentive listeners; and to be comfortable with information technology . . .
- ☐ Working in an environment of excellence marked by high expectations and persistent striving toward mastery levels of achievement . . .
- ☐ Becoming self-motivated, learning to take advantage of opportunities for personal development, and emerging with a lasting zest for learning . . .
- ☐ Respecting and demonstrating appreciation for their peers, their teachers, the staff, and the educational process itself; and practicing tolerance, flexibility, empathy, and equality . . .
- ☐ Developing positive self-concepts, recognizing and valuing their own uniqueness, and accepting both their capabilities and their limitations.

In supervising the development and implementation of the curriculum, the proficient principal:

- ■ Applies the community's values and goals . . .
- ■ Encourages faculty input and involvement in continual review and monitoring of the curriculum to ensure that the appropriate scope, sequence, and content are followed . . .
- ■ Demonstrates knowledge of curriculum materials and their relationship to program goals and objectives . . .
- ■ Seeks appropriate resources of time, money, personnel, and materials to support the identified curriculum . . .
- ■ Assures that a multicultural, nonsexist, and developmentally appropriate program is provided for each child . . .
- ■ Encourages students and staff to participate in co-curricular activities that enhance and complement what is learned in the classroom.

Instruction

The proficient principal creates a productive, caring atmosphere in which every student can experience success.

Proficient principals lead the way toward creating a learning environment in which teachers truly teach and students truly learn. The result is a productive, caring atmosphere in which every student can experience success.

Further, proficient principals keep abreast of current developments in instructional research, reflect on what these developments imply for their school, and provide leadership and support for the implementation of instructional practices that effectively provide for diverse student needs. Such principals monitor their students' academic progress, the appropriateness of assigned tasks, and the time they spend on academic learning.

The proficient principal also applies appropriate tenets of teaching and learning in helping teachers refine their teaching skills. In all staff and parent education programs, the principal takes into account adult learning preferences.

In the supervision of instruction, the proficient principal:

- Applies the principles of child growth and development from the pre-kindergarten through early adolescence levels, particularly as these principles relate to the children's linguistic, physical, social, emotional, and cognitive needs . . .
- Regularly assesses the teaching methods and strategies being used and ensures that they are appropriate, varied, and effective . . .
- Applies principles of teaching and learning for both children and adults . . .
- Articulates effective classroom management and planning processes.

Performance

Proficient principals are concerned that students and staff members alike achieve their potential.

The primary purpose of education can be described as the development of the nation's human resources. For the principal, that means managing matters so that students and staff members alike are helped to achieve their potential. For this to occur, the principal's manner and approach must be such as to inspire trust—to instill a willingness by all concerned to "risk" the investment of commitment and hard work.

In winning such trust, the proficient principal builds consensus concerning the school's mission and steadfastly maintains high expectations for student achievement and staff effectiveness. Such principals provide a variety of opportunities for members of the staff to enhance their performance and productivity. They themselves are eager to acquire new skills and set a good example of the rewards of doing so.

Key elements in improving the performance of all those within the school include:

- ☐ Developing and supporting a clearly stated mission to which there is a high commitment throughout the school community . . .
- ☐ Maintaining an openness toward innovations and modifications that facilitate accomplishment of the school's mission . . .
- ☐ Developing a community of learners . . .
- ☐ Promoting a sense of caring and respect for others . . .
- ☐ Ensuring that the physical environment and work climate are conducive to learning.

In supervising performance, the proficient principal:

- ■ Sets high expectations for students, staff, parents, and self . . .
- ■ Helps teachers understand and apply teaching styles that complement the varied learning styles of students . . .
- ■ Implements principles of behavior management . . .
- ■ Encourages students and staff alike to set high personal goals and offers encouragement and support in the achievement of those goals . . .
- ■ Involves others in designing staff development programs that match the goals of the school with the needs of the participants . . .
- ■ Encourages staff participation in professional development activities . . .
- ■ Identifies and employs appropriate support services . . .
- ■ Engages in continuing personal and professional development.

Evaluation

The proficient principal gathers information that helps determine whether goals and objectives are being met.

The proficient principal systematically monitors the daily operation of the school to assess whether established program goals and objectives are being met. In collaboration with staff, and perhaps drawing on such assessment instruments as NAESP's *Standards for Quality Elementary and Middle Schools*, the proficient principal gathers information that helps determine which programs should be maintained, which modified, and perhaps which abandoned.

The principal must also give high priority to evaluating student performance and staff effectiveness, toward reinforcing individual strengths and developing appropriate assistance plans and remediation efforts for identified weaknesses. The proficient principal is sensitive to the sometimes delicate issues associated with staff evaluations and possesses the range of human relations skills required to carry out the evaluation process effectively and constructively.

Proficient principals are equally aware that the purposes and benefits of evaluation extend no less to themselves than to their students and teachers. At least annually they make appropriate self-assessments, perhaps also seeking evaluative data from others, and participate in professional development activities focused on reinforcing strengths and improving areas of weakness.

In the evaluation aspects of supervision, the proficient principal:

- Uses a variety of techniques and strategies to assess:
  - Student performance
  - Individual staff and personal performance
  - Progress toward the achievement of curriculum goals
  - The effectiveness of the overall instructional program.
- Seeks and encourages input from a variety of sources to improve the school's program . . .
- Fosters constructive suggestions from students, staff, parents, and the community for improving the school's program . . .
- Applies effective observation and conferencing skills . . .
- Inspires teachers at all levels of skill and experience to acquire new competencies and experiences . . .
- Utilizes both formative and summative evaluation procedures . . .
- Demonstrates a level of human relations skills which assures that the evaluation process will be helpful rather than destructive . . .
- Develops professional growth plans to improve teaching and administrative performance . . .
- Uses due process procedures and legal assistance in dealing with disciplinary and dismissal cases.

ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

In addition to organizational and fiscal management skills, principals today must know how to handle political pressures.

To assure a quality elementary or middle level program, the range of the principal's administrative skills must include proficiency in managing the school's organization and fiscal resources, and in dealing with the multitude of political pressures and considerations that have an impact on the operations of today's schools.

Many of the requisite *organizational management* and *fiscal management* proficiencies cited in this section have historically been a part of most preparatory and continuing development programs for principals. The emphasis here will be on the functional application of these proficiencies.

The third area of administrative proficiency, dealing with *political management*, is less commonly stressed in preparation programs, though it is a rare day that does not bring a number of political realities that principals must be able to analyze and manage.

Organizational Management

The origins of a school's organization lie in its mission, goals, and objectives.

A school's organization has its origin in staff and community perception of the mission to be accomplished and the goals and objectives to be achieved. Organizational structures differ from school to school, depending on the needs and nature of the students, the skills of the staff, and the priorities of the particular community.

Proficient principals are skillful in managing a myriad of tasks and responsibilities. As the schools' chief executive officers, they are responsible for managing the school plant, student services and records, personnel, and the various programs that support instruction. They develop and implement policies and procedures that establish routine practices. They are adept managers of their own time and protective of the time of others.

In addition, proficient principals participate in continuing professional development programs that incorporate the implications of societal standards and trends, demographic and scientific developments, and technological and educational innovations. They must be reflective practitioners who carefully analyze research and state-of-the-art practice for application within their schools. And they must be knowledgeable about practical applications of alternative methods of school organization.

Their organizational skills are enhanced by their openness both to new technology and to the findings of practical research, and by their careful reflection of what occurs in the classrooms, the school, and the community. Proficient principals are constantly alert to organizational adjustments that will contribute to increased efficiency and greater learning outcomes.

In organizing the school's day-to-day functions, the proficient principal:

- Uses collaborative strategic planning to help identify and accomplish the school's mission, goals, and objectives . . .
- Develops and implements administrative procedures consistent with local policies, state and federal rules and regulations, and contractual agreements . . .
- Recruits, selects, assigns, and organizes staff in such a way as to assure the greatest potential for the accomplishment of the school's mission . . .
- Capitalizes on the findings of research in making program decisions . . .
- Assures that the students are offered programs that are relevant to their unique needs . . .
- Facilitates the identification, training, and monitoring of the staff to insure effective support in accomplishing the school's mission . . .
- Attracts volunteers and provides them effective training and meaningful assignments . . .
- Provides a safe, orderly climate for learning . . .
- Facilitates the coordination of community service agencies so that appropriate resources are directed to at-risk children . . .
- Develops and implements equitable and effective schedules . . .
- Employs the principles of effective time management . . .
- Identifies staff strengths so as to appropriately delegate tasks . . .
- Facilitates a process for the review of curriculum-related issues raised by individuals or groups outside the school . . .

- Develops policies and practices that assure appropriate and confidential collection and use of school and student data . . .
- Uses the latest technology for effective school management . . .
- Keeps abreast of developments in education law, including the implications of liability . . .
- Manages the operation and maintenance of the physical plant.

Fiscal Management

For proficient principals, sound fiscal management begins with the establishment of program goals and objectives.

Principals are responsible, in accordance with school district policies and legal requirements, for the expenditure and accounting of all funds allocated to and generated by the school. With proficient principals, fiscal management begins with the establishment of program goals and objectives; they see and understand the relationship between the various aspects of the school's programs and the budgeting process.

In addition to exercising judicious management of district funds, the proficient principal is able to clearly articulate the school's needs and be creative in finding potential new resources to support the school's program. Such principals are proficient in projecting future school needs, in identifying opportunities and resources that changing circumstances may bring about, in developing grant proposals, and in establishing productive school/business partnerships. They are skillful in enlisting diverse groups and individuals in providing numerous kinds of support for the school program.

In fiscal management, the proficient principal:

- Applies understanding of the school district budget and its specific implications for the school . . .
- Involves staff and representative members of the community in the development of school budget priorities, based upon the mission and goals of the school . . .
- Plans, prepares, and justifies the school budget in accordance with school district budgeting procedures . . .
- Employs and monitors acceptable accounting procedures in the maintenance of all fiscal records . . .
- Uses cost control procedures and institutes cost-effective practices in the management of all school funds . . .
- Exercises creativity in finding new resources for supporting the school's programs.

Political Management

The proficient principal today understands the dynamics of local, state, and national political decision making.

Principals today function in an arena that extends well beyond the boundaries of an individual school or a particular community. If they are to assure their students a quality educational experience, today's principals must increasingly be skillful in dealing with forces outside the school. They must also be effective in generating public support for the school's program, and for education in general.

Involvement by the principal in a variety of civic activities is important both in gaining community understanding and acceptance of the instructional program, and in keeping abreast of the community's values, priorities, and attitudes. Moreover, in recent years the impact of "the community" has expanded to embrace issues and policies of interest not just locally but at the state and national levels.

Today's proficient principals have a practical understanding of the dynamics and interrelationships of local, state, and national political decision-making processes and their implications to the school.

In political management, the proficient principal:

- Develops plans and strategies for helping to attract appropriate financial support for public education . . .
- Involves influential members of the community in the development and support of the school's program . . .
- Involves both school and non-school elements of the community in the development and support of the school's programs . . .
- Applies effective strategies for dealing with the political issues and forces that impinge on the school's operation . . .
- Applies effective strategies for dealing with the dynamics and politics of school district decision making . . .
- Participates in local, state, and federal legislative activities.

CONCLUSION

Truly proficient principals never stop learning and striving and growing as leaders of leaders.

In this examination of the professional preparation and continuing development experiences that elementary and middle level principals need if they are to be effective educational leaders, we have spoken primarily of "proficiencies" rather than "competencies" or "skills." The difference in terminology involves this specific rationale: That the rigors of the principal's job demand more than formal training in the day-to-day functions and responsibilities that go with this challenging position. It is essential that those learned competencies also be applied in daily practice if the principal is to be truly effective.

No administrator preparation program could assure lifetime proficiency. Acquired knowledge and skills must be continually modified and refined so as to respond to the ever-changing needs of students, staff, and the community.

NAESP's *Standards for Quality Elementary and Middle Schools* notes that outstanding schools are never satisfied that all is well; they are continually seeking to improve. The same is true for the administrators of those schools. As leaders of leaders, truly proficient principals never stop learning and striving and growing.

APPENDIX A

Guide for Self-Assessment and Professional Growth Development

This guide is designed to assist principals in assessing their current standing within each of the areas of proficiency cited in the previous pages. Space is provided at the end of each proficiency area to a) make specific comments relative to the ratings assigned and b) list related professional growth activities.

In checking the appropriate responses, the principal will:

1. Indicate the level to which each proficiency is important to his/her current position.
2. Assess the level to which the principal believes himself or herself to be proficient in that particular area.
3. Compare the results of 1 and 2 to determine the current need for professional growth in that proficiency.

Leadership theory clearly acknowledges that self-assessment is not without limitations. We would therefore note that the value of this guide can be significantly enhanced by seeking input from supervisors, peers, staff, and others familiar with the principal's performance. Such additional data can provide a more comprehensive assessment of proficiency and thus lead to more accurately focused professional growth planning.

The guide is not intended to be used in the formal evaluation of school principals by their supervisors. Such evaluation should be consonant with specific written performance expectations and standards adopted by a particular school district.

Upon completion of this guide the principal should proceed to Appendix B for the creation of a Personal Professional Growth Plan.

LEADERSHIP PROFICIENCIES

1. Leadership Behavior

		LOW MODERATE HIGH
The principal must:		
1.01 Exercise vision and provide leadership that appropriately involves staff, parents, students, and the community in the identification and accomplishment of the school's mission.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.02 Recognize the individual needs of all staff and students, including those who are at risk because of diverse cultures, backgrounds, and abilities.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.03 Apply effective human relations skills.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.04 Encourage and develop the leadership of others.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.05 Analyze relevant information, make decisions, delegate responsibility, and provide appropriate support and follow-up.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

1. Leadership Behavior

		LOW MODERATE HIGH
The principal must:		
1.06 Identify and creatively coordinate the use of available human, material, and financial resources to achieve the school's mission and goals.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.07 Explore, assess, develop, and implement educational concepts that enhance teaching and learning.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.08 Bond the school community through shared values and beliefs.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.09 Initiate and manage constructive change.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
1.10 Participate actively as a member of local, state, and national professional groups.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

APPENDIX A

LEADERSHIP PROFICIENCIES

1. Leadership Behavior

Overall Assessment of Leadership Behavior Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Leadership Behavior

2. Communication Skills

		LOW MODERATE HIGH
The principal must:		
2.01 Articulate beliefs persuasively, effectively defend decisions, explain innovations, and behave in ways that are congruent with these beliefs and decisions.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.02 Write clearly and concisely so that the message is understood by the intended audience.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.03 Utilize basic facts and data, and recognize values when communicating priorities.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.04 Demonstrate skills in non verbal communication, including personal impact, to communicate a positive image of the school.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.05 Use current technologies to communicate the school's philosophy, mission, needs, and accomplishments.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

2. Communication Skills

		LOW MODERATE HIGH
The principal must:		
2.06 Make effective use of the mass media.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.07 Use active listening skills.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.08 Express disagreement without being disagreeable.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.09 Promote student and staff use of higher-level thinking skills.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.10 Exemplify the behavior expected of others.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

2. Communication Skills

		LOW MODERATE HIGH
The principal must:		
2.11 Keep communication flowing to and from the school.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
2.12 Communicate effectively with the various constituencies within the school community.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

Overall Assessment of Communication Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Communication

LEADERSHIP PROFICIENCIES

3. Group Processes

		LOW MODERATE HIGH
The principal must:		
3.01 Apply the principles of group dynamics and facilitation skills.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
3.02 Involve staff, parents, students and the community in setting goals.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
3.03 Resolve difficult situations by use of conflict-resolution methods.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
3.04 Match the appropriate decision-making techniques to the particular situation.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
3.05 Identify—in collaboration with staff, parents, and students—the decision-making procedures the school will follow.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

3. Group Processes

		LOW MODERATE HIGH
The principal must:		
3.06 Apply the process of consensus-building both as a leader and as a member of a group.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
3.07 Achieve intended outcomes through the use of principles of motivation.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

Overall Assessment of Group Processes Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Group Processes

SUPERVISORY PROFICIENCIES

4. Curriculum

The principal must:		LOW MODERATE HIGH
4.01 Apply the community's values and goals in curriculum development.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
4.02 Encourage faculty input and involvement in continual review and monitoring of of the curriculum to ensure that the appropriate scope, sequence, and content are followed.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
4.03 Demonstrate knowledge of curriculum materials and their relationship to program goals and objectives.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
4.04 Seek appropriate resources of time, money, personnel, and materials to support the identified curriculum.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
4.05 Assure that a multicultural, nonsexist, and developmentally appropriate program is provided for each child.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

4. Curriculum

The principal must:		LOW MODERATE HIGH
4.06 Encourage students and staff to participate in supplementary activities that enhance and complement what is learned in the classroom.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

Overall Assessment of Curriculum Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Curriculum

SUPERVISORY PROFICIENCIES

5. Instruction

		LOW MODERATE HIGH
The principal must:		
5.01 Apply the principles of child growth and development, from the prekindergarten through early adolescence levels, particularly as they relate to the children's linguistic, physical, social, emotional, and cognitive needs.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
5.02 Regularly assess the teaching methods and strategies being used and ensure that they are appropriate, varied, and effective.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
5.03 Apply principles of teaching and learning for both children and adults.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
5.04 Articulate effective classroom management and planning processes.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

5. Instruction

Overall Assessment of Instruction Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Instruction

SUPERVISORY PROFICIENCIES

6. Performance		LOW	MODERATE	HIGH
The principal must:				
6.01 Set high expectations for students, staff, parents, and self.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.02 Help teachers understand and apply teaching styles that complement the varied learning styles of students.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.03 Implement principles of behavior management.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.04 Encourage students and staff alike to set high personal goals and offer encouragement and support in the achievement of those goals.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.05 Involve others in designing staff development programs that match the goals of the school with the needs of participants.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			

6. Performance

		LOW	MODERATE	HIGH
The principal must:				
6.06 Encourage staff participation in professional development activities.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.07 Identify and employ appropriate support services.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
6.08 Engage in continuing personal and professional development.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			

SUPERVISORY PROFICIENCIES

6. Performance

Overall Assessment of Performance Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Performance

7. Evaluation

		LOW	MODERATE	HIGH
The principal must:				
7.01 Use a variety of techniques and strategies to assess: • Student performance • Individual staff and personal performance • Progress toward achievement of curriculum goals • Effectiveness of the overall instructional program.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.02 Seek and encourage input from a variety of sources to improve the school's program.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.03 Foster constructive suggestions from students, staff, parents and the community for improving the school's program.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.04 Apply effective observation and conferencing skills.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.05 Inspire teachers at all levels of skill and experience to acquire new competencies and experiences.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			

SUPERVISORY PROFICIENCIES

7. Evaluation		LOW	MODERATE	HIGH
The principal must:				
7.06 Utilize both formative and summative evaluation procedures.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.07 Demonstrate a level of human relations skills which assures that the evaluation process will be helpful rather than destructive.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.08 Develop professional growth plans to improve teaching and administrative performance.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			
7.09 Use due process procedures and legal assistance in dealing with disciplinary and dismissal cases.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			

7. Evaluation

Overall Assessment of Evaluation Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Evaluation

ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

8. Organizational Management

		LOW MODERATE HIGH
The principal must:		
8.01 Use collaborative strategic planning to help identify and accomplish the school's mission, goals, and objectives.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.02 Develop and implement administrative procedures consistent with local policies, state and federal rules and regulations, and contractual agreements.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.03 Recruit, select, assign, and organize staff in such a way as to assure the greatest potential for the accomplishment of the school's mission.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.04 Capitalize on the findings of research in making program decisions.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.05 Assure that the students are offered programs that are relevant to their unique needs.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

8. Organizational Management		LOW MODERATE HIGH
The principal must:		
8.06 Facilitate the identification, training, and monitoring of professionals to insure effective support in accomplishing the school's mission.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.07 Attract volunteers and provide them effective training and meaningful assignments.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.08 Provide a safe, orderly climate for learning.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.09 Facilitate coordination of community service agencies so that appropriate resources are directed to at-risk children.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.10 Develop and implement equitable and effective schedules.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

8. Organizational Management		LOW MODERATE HIGH
The principal must:		
8.11 Employ principles of of effective time management.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.12 Identify staff strengths so as to appropriately delegate tasks.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.13 Facilitate a process for review of curriculum-related issues raised by individuals or groups outside the school.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.14 Develop policies and practices that assure appropriate and confidential collection and use of school and student data.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.15 Use the latest technology for effective school management.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

8. Organizational Management

		LOW MODERATE HIGH
The principal must:		
8.16 Keep abreast of developments in education law, including the implications of liability.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
8.17 Manage the operation and maintenance of the physical plant.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

Overall Assessment of Organizational Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Organizational Management

ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

9. Fiscal Management

		LOW — MODERATE — HIGH
The principal must:		
9.01 Apply understanding of the school district budget and its specific implications for the school.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
9.02 Involve staff and representative members of the community in the development of school budget priorities, based upon the mission and goals of the school.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
9.03 Plan, prepare, and justify the school budget in accordance with school district budgeting procedures.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
9.04 Employ and monitor acceptable accounting procedures in the maintenance of all fiscal records.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
9.05 Use cost control procedures and institute cost-effective practices in the management of all school funds.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

9. Fiscal Management

The principal must:		LOW MODERATE HIGH
9.06 Exercise creativity in finding new resources for supporting the school's program.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

Overall Assessment of Fiscal Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Fiscal Management

ADMINISTRATIVE/MANAGEMENT PROFICIENCIES

10. Political Management

		LOW MODERATE HIGH
The principal must:		
10.01 Develop plans and strategies for helping to attract appropriate financial support for public education.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
10.02 Involve influential members of the community in the development and support of the school's program.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
10.03 Involve both school and non-school elements of the community in the development and support of the school's programs.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
10.04 Apply effective strategies for dealing with political issues and forces that impinge on the school's operation.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	
10.04 Apply effective strategies for dealing with the dynamics and politics of school district decision making.	1. IMPORTANCE TO THIS POSITION	
	2. LEVEL OF PROFICIENCY	
	3. NEED FOR GROWTH	

10. Political Management

		LOW	MODERATE	HIGH
The principal must: 10.04 Participate in local, state, and federal legislative activities.	1. IMPORTANCE TO THIS POSITION			
	2. LEVEL OF PROFICIENCY			
	3. NEED FOR GROWTH			

Overall Assessment of Political Management Proficiencies:

Comments Related to Assessments:

Related Professional Growth Activities: Political Management

APPENDIX B

Personal Professional Growth Plan

After completing the self-assessment guide in Appendix A, the principal should:

1. Prioritize each of the proficiency categories based on the overall rating assigned to each. Prioritize from 1 to 10, with 1 being the category with the highest need for growth.

____ Leadership Behavior	____ Performance
____ Communication	____ Evaluation
____ Group Processes	____ Organizational Management
____ Curriculum	____ Fiscal Management
____ Instruction	____ Political Management

2. In the appropriate spaces in the plan write the three to five proficiency categories currently needing the highest level of professional growth. An alternative might be to choose only one or two categories but select two or three specific proficiencies within these categories on which to focus. However, the number of priorities should not exceed five at any one time.
3. Choose a specific proficiency within each of the selected proficiency categories that meets one of the following criteria:
   a) Will have the greatest impact on a number of related proficiencies, or
   b) Is the easiest to improve, given time, energy, and resources, or
   c) Is a current strength that, when further improved, will affect the overall category.

   After determining the specific proficiency, enter it on the plan.
4. List specific professional growth activities that will have a significant impact on the identified proficiency. The activities might include such things as focused reading, attendance at workshops and conferences, taking courses at a local college or university, or working cooperatively with a colleague already skilled in the proficiency.
5. Identify a way by which evidence of growth will be determined. This should include a target date for completion.
6. Follow the same procedures for each of the priorities listed on your plan.

Professional growth planning is a continuous process. Such plans should be reviewed and revised at least annually. It can be expected that some priorities will need to be carried into the revised plan.

Effective leaders of leaders maintain a current and relevant personal professional growth plan.

APPENDIX B

PERSONAL PROFESSIONAL GROWTH PLAN

FOR _____

FROM _____ TO _____

Priority 1

Proficiency Category _____

Specific Proficiency

Professional Growth Activities

Evidence of Growth (including target date):

PERSONAL PROFESSIONAL GROWTH PLAN

FOR _____

FROM _____ TO _____

Priority 2

Proficiency Category _____

Specific Proficiency

Professional Growth Activities

Evidence of Growth (including target date):

FOR _____

FROM _____ TO _____

Priority 3

Proficiency Category _____

Specific Proficiency

Professional Growth Activities

Evidence of Growth (including target date):

FOR _____

FROM _____ TO _____

Priority 4

Proficiency Category _____

Specific Proficiency

Professional Growth Activities

Evidence of Growth (including target date):

FOR _____

FROM _____ TO _____

Priority 5

Proficiency Category _____

Specific Proficiency

Professional Growth Activities

Evidence of Growth (including target date):

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NOTES

NAESP is the professional organization of more than 26,000 elementary and middle school principals throughout the nation. In striving to enhance the effectiveness of K-8 leadership, the association issues many publications. This revised *Proficiencies for Principals* is one in a series written *by* on-line principals *for* on-line principals.

Others in the series include:

Standards for Quality Elementary and Middle Schools (Revised)
Early Childhood Education and the Elementary School Principal
Effective Teachers: Effective Evaluation

Note: The *Proficiencies* document is basic to NAESP's Certificate of Advanced Proficiency program, designed to assist principals in strengthening skills in ten leadership categories and in applying new concepts to personal school improvement plans.

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